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ABSTRACT

These 30 lesson plans were designed to accompany "Contemporary Japan: A Teaching Workbook", a collection of class activities, primary source selections, student readings, and role-play exercises. The lesson plans are based primarily on materials in the workbook, although materials from other sources also are recommended. Some of the lesson titles are: Geography: The Historical Setting and the Family; Japanese Belief Systems: Shinto; Japan as a Cultural Borrower: The Japanese Language; Samurai and Feudalism; World War II; The American Occupation; Japan's Economic Growth; The U.S.-Japan Security Treaty; and Japan's International Trade Relations. Each lesson plan includes a listing of objectives, main ideas, recommended materials, suggested activities, and in some cases, supplementary activities. The approximate amount of time needed for the lesson and a list of related lessons also are noted. A list of recommended audio-visual resources also is included. (DB)

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JAPAN

DESIGNED TO ACCOMPANY
CONTEMPORARY JAPAN:
A TEACHING WORKBOOK
GRADES 7 - 12

SO 022 998

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LESSON PLANS

for a secondary level unit on

JAPAN

TO ACCOMPANY CONTEMPORARY JAPAN: A TEACHING WORKBOOK

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INTRODUCTION - LESSON PLANS TO ACCOMPANY *CONTEMPORARY JAPAN: A TEACHING WORKBOOK*

These lesson plans were designed to accompany ***Contemporary Japan: A Teaching Workbook***, a collection of class activities, primary source selections, student readings, and role-play exercises. The lesson plans are based primarily on materials in the ***Workbook***, although materials from other sources are also recommended.

Each lesson plan includes a listing of objectives, main ideas, recommended materials, suggested activities, and in some cases, supplementary activities. The approximate amount of time needed for the lesson and a list of related lessons are noted in the upper right-hand corner of the page.

Units from ***Contemporary Japan: A Teaching Workbook*** are listed in **bold print** in each lesson plan for easy reference.

[Materials and student activities that are recommended as optional are bracketed in each lesson plan.]

On occasion, a homework assignment is recommended prior to the first day of in-class coverage of a topic. This is noted when applicable.

A full listing of all videotape series referred to in the lesson plans is appended at the end of this publication.

BEFORE YOU BEGIN...

Two units in the ***Workbook*** should be consulted by teachers and brought to the attention of students as the study of Japan begins:

- **"Japanese Names"** in the **Language** section

  Review with students this guide to identifying surnames and given names in Japanese, as background for dealing with names that will be encountered in the study of Japan.

- **"Literature for High School Students"** in the **Literature** section

  Have students select a book on this list of literary texts to read independently during the course of study of Japan. Individual written book reports or oral reports might be required at the end of the class unit. These literary works will help students gain a more intimate sense of Japanese culture while studying Japan's history, economy, and society in class.

Other units not included in the lesson plans that teachers may wish to draw upon in the study of Japan are:

Introduction section:	**"Is Japan Number One?"**
	"Newspapers: Two Views of the World"
	"Japan: Technology and Global Issues"
Culture section:	**"Japanese Food: A Mirror of History"**
	"Japanese Festivals"
	"Gardens in Japan: Plants, Water, Stone"
Arts section:	All units

INTRODUCTION: HOUSEHOLD PRODUCT EXERCISE

Class Periods: 1-2

Objectives

- To provide students with an impression of the people that they are about to study.
- To stimulate curiosity and raise questions that will provide the framework for study about Japan.
- To suggest the importance of Japan to Americans today.

Main Ideas

- Japan today is one the world's foremost industrial societies and political democracies.
- Japan and the United States are very similar in some ways and face many common problems.
- Japan has a diverse culture.
  - Japan has a reputation as a creative cultural borrower, but Japan also has its own traditional culture.
  - Japanese society today blends traditional culture with more recently emerging values and patterns of behavior.
- Japan is an interdependent nation, a fully participating member of the world community.
- Japan is especially important to the United States because it is our most important economic partner and our principal political and defensive ally in Asia.

Recommended Materials

- **"Made in Japan: The Product Exercise"** (***Workbook***)

Supplemental Materials

Teachers particularly interested in pursuing the theme of economic exchange between the U.S. and Japan might consider introducing here the two video documentaries:

- *The Colonel Comes to Japan*
  (***Workbook*** unit lists availability of this video on Kentucky Fried Chicken)

- *Intercultural Contact: The Japanese Come to Rutherford County, Tennessee*
  Available for rental from the Center for Economic Education, 205 Founders Hall, University of Tennessee, Chattanooga, TN 374996-0344 (tel. 615-755-4118) or sale ($125) from Intercultural Press, Inc., P.O. Box 768, Yarmouth, ME 04096 (tel. 207-846-5168). This video comes with a 40-page teacher's guide of lessons that can be photocopied for class use.

Suggested Activities

Have students conduct a survey of the origin of items in their homes, as described in the unit, and use the suggested questions for discussion to draw out the implications for U.S.-Japan relations.

INTRODUCTION: INTRODUCTORY FILMS AND VIDEOS

Class Periods: 1

Objectives

- To provide students with an impression of the people that they are about to study.
- To stimulate curiosity and raise questions that will provide the framework for study about Japan.
- To suggest the importance of Japan to Americans today.

Main Ideas

- Japan today is one of the world's foremost industrial societies and political democracies.
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- Japan is especially important to the United States because it is our most important economic partner and our principal political and defensive ally in Asia.

Recommended Films/Videos

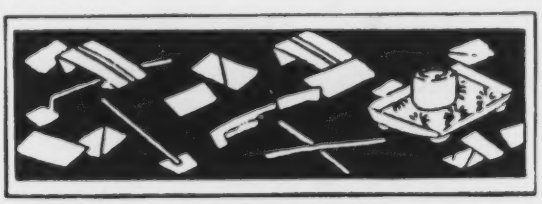
- *Japan: An Interdependent Nation*
  (***Workbook*** unit of same title lists availability)

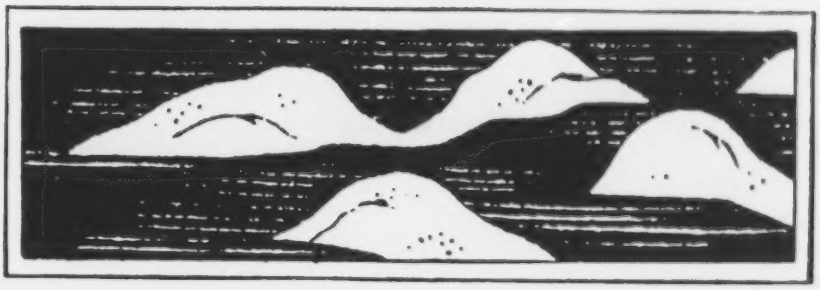
  or

- *Japan: The Changing Tradition,* "Three Families"
  (Check appendix of video resources for information on availability)

Suggested Activities

Show film and discuss using suggestions in the teaching guide.





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GEOGRAPHY

Related lessons: GEOGRAPHY: THE HISTORICAL SETTING
JAPAN'S ECONOMIC GROWTH
Class periods: 1

Objectives

- To familiarize students with the main features of Japan's geography and topography.
- To raise students' awareness that physical environment plays an important role in shaping a nation's culture.
- To compare Japan and the United States particularly as to size and population density.

Main Ideas

- Japan is located on the eastern periphery of Asia. Japan's most important relations have been with the other nations of the Pacific Basin: China, Korea, Southeast Asia, and the United States.
- Japan is an island nation. The surrounding oceans have protected it from invasion and from unwanted contacts with other cultures. This has also, however, encouraged a sense of isolation and cultural insularity.
- Much of Japan is mountainous and fragmented. Therefore:
  Arable land is scarce.
  Japan's population is concentrated in a few relatively small areas. These clusters of people have been difficult to unify politically.
- Compared to the United States, Japan is small in land size, lacking in natural resources, and densely populated.

Recommended Materials

- **"Japan's Geography"** (***Workbook***)
- Display map of Japan, showing topographical features
  (A map is available from the Japanese Consulates)
- Display map of the world or of the Pacific Basin
- Posters of Japan
  (available from the Japan Travel Service or the Japanese Consulate)

[• **"Japan's Economy and Trade: Introductory Exercises"** (***Workbook***)]

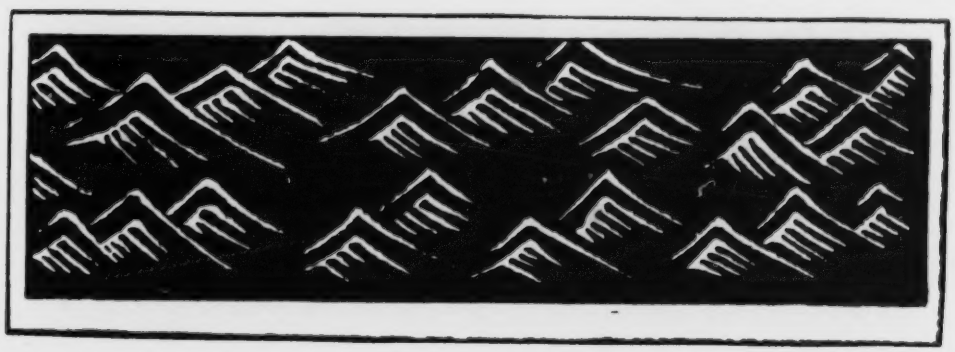
Suggested Activities

1. Distribute the unit **"Japan's Geography"** and have students read the introductory reading.

2. Turn to the exercise section of the unit and have students read each question as a class.

3. Use the maps to discuss student answers.

[4. Use several of the graphs in "Japan's Economy and Trade" to draw out the implications of Japan's geography and Japan's relative lack of natural resources.]



GEOGRAPHY: THE HISTORICAL SETTING AND THE FAMILY

Related lessons: GEOGRAPHY
JAPANESE BELIEF SYSTEMS: SHINTO
SOCIETY: THE JAPANESE FAMILY
Class Periods: 1-2

Objectives

- To suggest specific ways in which Japan's physical environment has shaped Japanese values and institutions.
- To link Japan's early history with Japanese society today.

Main Ideas

- Japan's traditional economy was based on labor-intensive wet rice agriculture in a context where arable land was scarce.
- Land became the basis of political power.
- The Japanese extended family originated as a system for organizing agricultural labor but it became the basic unit of Japanese society.
- Japan's society, economy, and political structure today reflect the extended family model.

Recommended Materials

- **"Land, the Family and Political Power"** (***Workbook***)

- "The Two Farmers," in *Teaching about the Japanese Economy*, 2nd edition, 1989
  Available from Joint Council on Economic Education, 432 Park Avenue, 3rd Fl., New York, NY 10016.

[• Film: *The Hanawa Family* and accompanying unit **"Family Life in Contemporary Japan: The Hanawa Family"** (***Workbook***)]

Suggested Activities

DAY 1

1. Have students read **"Land, the Family and Political Power"** and "The Two Farmers".

2. In class discussion have students:
   a. Describe the techniques of wet rice agriculture.
   b. Imagine they were Japanese farmers 2000 years ago.
      Would they choose wet rice agriculture? Why?
      What does wet rice agriculture require?
      Does Japan supply these requirements?
      How could they go about maximizing their profits?

c. Explain how the extended family made this labor-intensive technique profitable.
d. Discuss problems that might arise within the extended family and how to solve them.
e. Discuss what kind of government would meet the needs of such an agricultural people organized into self-sufficient extended family units.

[*DAY 2*

3. Show the film, *The Hanawa Family.*

4. Hand out the questions for discussion that accompany the unit **"Family Life: The Hanawa Family"** and ask students to think about the questions while watching the film.

5. Have students answer the questions and explain the relevance of the extended family to Japanese society today in class discussion or for written homework.]

JAPANESE BELIEF SYSTEMS

Class Periods: 1-2

*Note: This lesson is intended to incorporate the lessons "**Japanese Belief Systems: Shinto**" and "**Japan as a Cultural Borrower: Belief Systems**" for teachers who want to touch on this topic without spending the amount of time necessary to use both of the more complete lesson plans.*

Objectives

- To acquaint students with the belief systems important in Japanese culture: Shinto, Buddhism, Confucianism, and Christianity.
- To make the point that all these traditions exist together in modern Japan. Japanese people typically participate in several of them simultaneously without seeing any conflict among them.

Main Ideas

- Japan's Shinto tradition originated as a primitive system of nature worship, but gradually evolved into a highly complex tradition. Shinto attitudes and values are deeply embedded in Japanese culture today.
- Japan imported Buddhism from China in the 6th century A.D. Buddhist beliefs complemented Japan's Shinto tradition rather than competing with it.
- Japanese studied Confucian thought beginning in the 7th century A.D. incorporating elements of Confucian ethics into their own social, political, and philosphical systems.
- Christianity was introduced in Japan in the 16th century and, except for a short period at the end of the 19th century, has never been very successful as an ideology. Christianity in Japan, however, has always had a small but dedicated following, and the social practices associated with Christianity are very popular in Japan today.

Recommended Materials

- On religion today: **"Religious Attitudes Today"** (***Workbook***)
- On Shinto: **"Shinto"** and **"The Legendary Past: The Age of the Gods"** (***Workbook***)
- On Buddhism: **"The Origins of Buddhism"** and **"Buddhism"** (***Workbook***)
- On Confucianism: **"What Did Confucius Say?"** (***Workbook***)

Suggested Activities

DAY 1

1. Read together with the students **"Religious Attitudes Today,"** and raise questions for discussion at the conclusion of the unit.

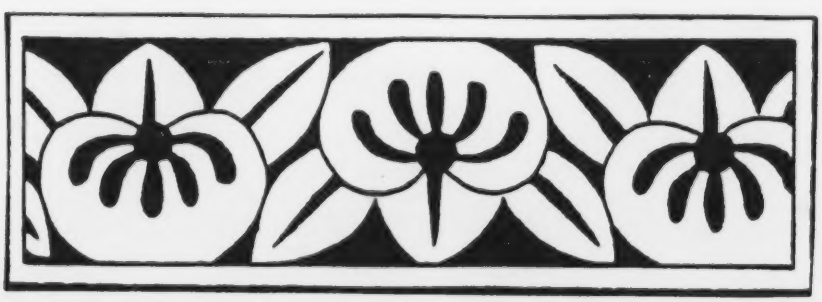
2. Assign student reports on Shinto, Buddhism, Confucianism, and Christianity* using the ***Workbook*** units above as introductory readings. (Students can work individually or in groups.)

DAY 2

3. Have students present their reports in class.

4. Using the reports as a basis for class discussion, have students discuss:
   a. The influence of each of these belief systems on Japanese culture.
   b. The significance of Japan's religious eclecticism.

**Students who choose Christianity will have to base their report on library research as teaching materials are not available.*



JAPANESE BELIEF SYSTEMS: SHINTO

Related lessons: GEOGRAPHY: THE HISTORICAL SETTING
JAPAN AS A CULTURAL BORROWER: BELIEF SYSTEMS
Class periods: 1-2

Objectives

- To acquaint students with Japan's Shinto tradition.
- To link Japan's Shinto tradition with Japanese geography and prehistory.
- To link Japan's Shinto tradition with the emergence of a political structure.

Main Ideas

- Japan's Shinto tradition began as a primitive system of nature worship linked to agricultural life and is similar in many ways to the belief systems found among such early peoples as the American Indians.
- The earliest Japanese emperors and their precursors apparently were Shinto shaman.
- Shinto mythology explaining the origins of Japan and the divinity of the emperor were written down in the 8th century A.D. by court historians who had an interest in legitimizing the superiority of the emperor and his court.
- In spite of its relatively primitive origins, Shinto gradually evolved into a highly complex tradition. Shinto attitudes and values are deeply embedded in Japanese culture today.

Recommended Materials

- **"Shinto"** (***Workbook***)

- **"The Legendary Past: The Age of the Gods"** (***Workbook***)

[• Film: *Shinto: Nature, Gods & Man*, and unit of the same title with questions for discussion in ***Workbook***]

[• Carol S. Lehman & Lois Miley, *Shinto: The Traditional Religion of Japan*
Available through ERIC/CHESS. This is a five section curriculum unit for teachers who want to spend more time on this topic relating it to generalized issues of religious expression and its manifestations in a broader cultural context. As far as the Shinto tradition itself is concerned, the unit essentially repeats material available in the two EACP ***Workbook*** units suggested above.]

Suggested Activities

[*DAY 1*

1. Show film.]

DAY 2

2. Have students read the unit **"Shinto"** for homework. Discuss their answers to the accompanying questions in class.

3. Read the unit **"The Legendary Past: The Age of the Gods"** in class and discuss. (This unit includes a primary source reading on the creation of Japan which may be best read aloud.) Students may answer the questions accompanying this unit in class or as a homework assignment.

JAPAN AS A CULTURAL BORROWER: BELIEF SYSTEMS

Related lessons: JAPANESE BELIEF SYSTEMS: SHINTO
JAPAN AS A CULTURAL BORROWER: THE JAPANESE LANGUAGE
Class periods: 2-3

Objectives

- To introduce the issue of Japan's cultural borrowing.
- To make the point that China was the font of culture in Asia's early history.
- To familiarize students with the belief systems important in Japanese culture: Buddhism, Confucianism, and Christianity as well as the traditional Shinto.
- To make the point that all these traditions exist together in modern Japan. Japanese people typically participate in several of them simultaneously without seeing any conflict among them.

Main Ideas

- Japan's Shinto tradition originated as a primitive system of nature worship, but gradually evolved into a highly complex tradition. Shinto attitudes and values are deeply embedded in Japanese culture today.
- Japan imported Buddhism from China in the 6th century A.D. Buddhist beliefs complemented Japan's Shinto tradition rather than competing with it.
- Japanese studied Confucian thought beginning in the 7th century A.D. incorporating elements of Confucian ethics into their own social, political, and philosophical systems.
- Christianity was introduced in Japan in the 16th century and, except for a short period at the end of the 19th century, has never been very successful as an ideology. Christianity in Japan, however, has always had a small but dedicated following, and the social practices associated with Christianity are very popular in Japan today.

Recommended Materials

- **"The Origins of Buddhism"** (***Workbook***)
- **"Buddhism (in Japan)"** (***Workbook***)
- **"What Did Confucius Say?"** (***Workbbok***)
- **"Religious Attitudes Today"** (***Workbook***)

NOTE: *There is no teaching material on Christianity in Japan. Teachers will have to fill in or assign a student to research the introduction of Christianity into Japan in the library.*

Suggested Activities

NOTE: Homework assignment under #2 might precede Day l.

DAY 1

1. Review with students the essence of the Shinto tradition. (**"Japanese Belief Systems: Shinto"** should have been covered with the class before this present lesson is introduced.)

2. Distribute copies of **"The Origins of Buddhism"** and **"Buddhism (in Japan)"** to the class.
   a. Assign **"The Origins of Buddhism"** for homework reading if the class has already discussed Buddhism as part of a unit on India or China; otherwise, it is probably best read and discussed section by section in a class period.
   b. Use the questions for discussion at the end of the unit, **"The Origins of Buddhism,"** to review the basic tenets of Buddhism.
   c. Have students read **"Buddhism (in Japan)"** in class and ask them to answer the suggested questions for discussion.
   d. Using a wall map showing Asia, from India through Japan, ask a student to trace the path of Buddhism from India through China and Korea to Japan.

NOTE: Items 3a and 3b might precede Day 2 as homework.

DAY 2

NOTE: If the class has already discussed Confucian thought in their study of China, a brief review of the nature of Confucian thought and its importance to society would suffice here before preceding to Day 3.

3. Distribute to students the unit **"What did Confucius Say?"**
   a. Ask all students to read the introduction.
   b. Assign teams of students to read each of the five (5) subsections of sayings from Confucius and to prepare short summaries of Confucian thought on their topic to present to the class.
   c. Read aloud to the entire class one or two of the selections under each of the five(5) subsections and ask for their reactions; use the suggested questions for discussion at the end of each subsection to draw out meaning and implications of Confucian thought.

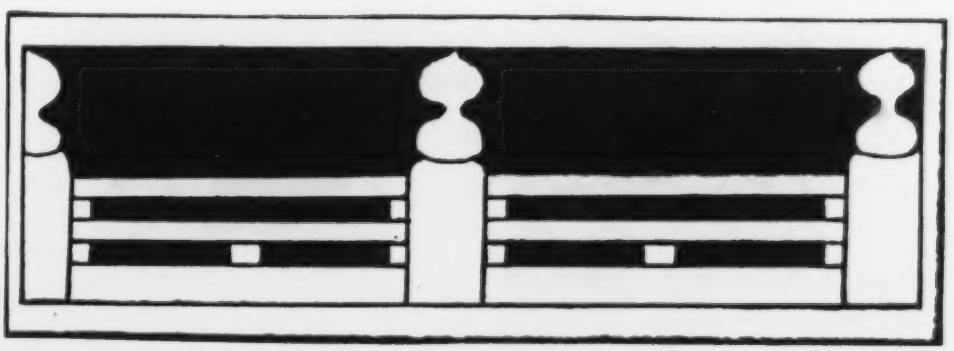
NOTE: Item 5 might precede Day 3 as homework.

DAY 3

4. Review with students the basic tenets of Shinto, Buddhism, and Confucian thought. (Mention of Christianity in Japan may also be included.) Ask the students what they have learned about:
   a. How the Japanese acquired these several different religious and philosophic traditions;
   b. How the Japanese use and blend these traditions.

5. Read aloud to students or distribute to students the reading **"Religious Attitudes Today"** and ask them to read it for a homework assignment or in class. Using the suggested questions for discussion, ask students:
   a. How are the traditions they have read about practiced in Japan today?
   b. What observations can they make about concepts of:
      - social change
      - cultural borrowing
      - Japanese tradition

   based on these several readings?



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JAPAN AS A CULTURAL BORROWER: THE JAPANESE LANGUAGE

Related lessons: JAPANESE BELIEF SYSTEMS: SHINTO
JAPAN AS A CULTURAL BORROWER: BELIEF SYSTEMS
THE HEIAN PERIOD
Class Periods: 2

Objectives

- To introduce the issue of Japan as a cultural borrower.
- To make the point that China was the font of culture in Asia's early history.
- To give students a taste of the Japanese language.
- To suggest ways in which written language serves both as a cultural technique, and as a reflection of culture.

Main Ideas

- Japan has been a deliberate cultural borrower, but the cultural imports which have endured have been those for which there was a pre-existing basis of support in Japan, and they have been adapted to suit Japan's own cultural traditions.
- Japan imported its writing system from China, adapting it to suit spoken Japanese.
- China was the center of early Asian civilization, and the Chinese language was the language of learning in Asia as Latin was in Europe. The Chinese writing system was probably first introduced in Japan by Japanese scholars interested in studying Chinese culture.
- The introduction of writing may have played a significant role in Japan's early efforts to establish a central government and a political elite.

Recommended Materials

- **"The Japanese Language: Speaking and Writing"** (***Workbook***)

  Other ***Workbook*** language units are optional:
  - **"Japanese Syllabaries"**
  - **"50 Chinese Characters"**
  - **"The Japanese Language and the Computer Keyboard"**

- **"Early Japan Borrows From China"** (***Workbook***)

- **"The Legendary Past: The Age of the Gods"** (***Workbook*** -- review)

[• *Omiyage*, a workbook with exercises for individualized study of Japanese language as it is linked to popular culture. The workbook is available from Associates in Multicultural and International Education (AMIE), P.O. Box 14256, Chicago, IL 60614.]

Suggested Activities

DAY 1

1. Distribute to students the unit **"The Japanese Language: Speaking and Writing"** and read it with them in class. Use the suggested questions for discussion as a basis for class discussion.

[2. Distribute the pages on **"Japanese Syllabaries"** and **"50 Chinese Characters"** and let them practice writing the several types of symbols used to write the Japanese language.]

[3. Using **"50 Chinese Characters,"** ask students to try writing a simple English sentence using Chinese characters. Point out that what you've asked them to do is exactly what the Japanese did in the 5th century!]

Note: Item #3 could be a homework assignment for Day 2.

DAY 2

4. In class, discuss the origins of the Japanese written language focusing on the implications of writing your own language with somebody else's system.
   a. What problems did students encounter in trying to do it?
   b. Why would anybody want to do it? What value does written language have?
   c. What "cultural baggage" did the Chinese writing system carry with it?
   d. What use did the early Japanese make of this "cultural baggage"?

5. Distribute the unit **"Early Japan Borrows From China"** and discuss the primary source reading, **"Prince Shotoku's Seventeen-Article Constitution,"** as an example of the "cultural baggage" that came along with the Chinese writing system.
   a. Use the questions that follow the primary source reading in this unit as a basis for dicussion.
   b. Using the questions, review with students their earlier discussion of Buddhism and Confucian thought as the two other elements Japan borrowed from China in this period.

[6. Remind students also of the unit on Shinto entitled **"The Legendary Past: The Age of the Gods."** What advantage did writing and familiarity with Chinese culture give Japan's early political elite?]

THE HEIAN PERIOD: GOLDEN AGE OF JAPANESE CULTURE

Related lesson: JAPAN AS A CULTURAL BORROWER: THE JAPANESE LANGUAGE

Class periods: 1-2

Objectives

- To introduce students to the literature and life style that stands as the high point of Japan's classical culture.
- To make the point that Japan's high culture represents a return to Japan's own cultural traditions and a turning away from preoccupation with Chinese culture.
- To suggest that such periods of high culture do not occur in a vacuum. They are made possible by economic, social, and political developments that support the existence of a "cultured" class.

Main Ideas

- Japan's cultural golden age was a court culture dominated by the noble families around the emperor in Kyoto.
- It reflected a declining interest in Chinese culture and a resurgence of Japan's own cultural traditions. However, these traditions were enriched by the culture Japan had imported from China during the previous several centuries.
- Japan's high court culture was able to emerge because changes in the way Japan's rice agriculture was organized permitted noble court families to support themselves and to exert political control by holding shares in the rice grown by Japanese peasants.

Recommended Materials

- **"The Court at Kyoto: Japan's Golden Age"** (***Workbook***)
- **"The Tale of Genji"** (***Workbook***)

[• **"The Pillow Book"** (***Workbook***)]

[• **"What is Tanka?"** (***Workbook***)]

Suggested Activities

1. Distribute the student reading in **"The Court at Kyoto: Japan's Golden Age"** and read it with them or paraphrase the introduction and describe this period in Japanese history to them.

2. If adequate copies of the passages from *The Tale of Genji* can be obtained for the entire class, have them read the passages for homework. Otherwise, the section might be read aloud in class. Use the questions for discussion at the end of the ***Workbook*** unit on **"The Tale of Genji"** to help students draw out a picture of this period and of the life of this

young prince whose age is very close to their own.

[3. **"The Pillow Book"** selections and **"What is a Tanka?"** might also be assigned as homework to interested students who would gain a better sense of the values that dominate in this period of Japanese history.]

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SAMURAI AND FEUDALISM

Related lesson: THE TOKUGAWA PERIOD
Class periods: 1-2

Objectives

- To place Japan's samurai class in its proper historical context.
- To acquaint students with some main features of medieval Japanese history.
- To lay the groundwork for distinguishing clearly between Japanese samurai and feudalism in the medieval period and Japanese samurai and feudalism in the Tokugawa period.

Main Ideas

- The samurai class originated as an offshoot of the court nobility.
- Beginning in the 12th century, the samurai class was able to usurp the power of the court aristocracy by providing military and police services to the provincial peasantry. Their political power rested on their ability to wrest control of land rights from the court nobility.
- Until 1600, however, samurai leaders were not able to establish a secure central authority. Regional samurai barons were able to build up local power bases of their own from which to challenge central authority, and the late medieval period was characterized by virtually incessant civil war among regional samurai leaders each trying to expand his power at the expense of his neighbors.
- It was during the medieval period that the samurai were truly a warrior class, but it was not until the early 18th century, when the samurai class was no longer a military elite, that the samurai code, bushido, was articulated.
- By that time, the Tokugawa Period, Japan was a very different kind of society.
- In many ways, the feudalism that Japan experienced during its medieval period forms a better parallel to European feudalism than does Tokugawa feudalism.

Recommended Materials

- **"The Age of the Samurai"** (***Workbook***)
- **"Feudalism in Japan & France"** (***Workbook***)
- **"Bushido: The Way of the Samurai"** (***Workbook***)

Suggested Activities

1. Read and discuss **"The Age of the Samurai"** in class, using the suggested questions for discussion at the conclusion of the unit as a basis for discussion. The outline may alternatively be summarized by the teacher for the class. Students might be asked to draw a time line showing the several periods in Japan's feudal era.

2. The chart comparing **"Feudalism in Japan and France"** can be used, along with the accompanying study questions, as a class exercise or homework assignment.

3. **"Bushido: The Way of the Samurai"** is a primary source reading with questions that can be assigned for homework.
   a. Ask students to write their feelings about this code of honor.
   b. Use the questions for dicussion that follow the primary source selection as a basis for review in class session.

[4. Students with a particular interest in the samurai period can be assigned independent research on this period. See supplementary activities below for possible topics.]

[5. Assign **"Kublai Khan's Lost Fleet Found in Japan"** from ***Workbook*** for an optional homework report for extra credit.]

Supplementary Activities

The following units in the **Literature** and **Drama** sections of the ***Workbook*** reflect the culture and values of his period of Japanese history and could be drawn upon for independent student research or as enrichment activities for the entire class:

- **"Essays in Idleness"**
- **"Forms of Drama"**
- **"Noh"**
- **"Kyogen"**

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THE TOKUGAWA PERIOD

Related lessons: SAMURAI AND FEUDALISM
THE MEIJI RESTORATION AND MODERNIZATION
Class periods: 1-5
(2-5 periods for Castle Towns)

Objectives

- To stimulate discussion of the forces leading to social change.
- To make the point that Japan was not a backward society when Commodore Perry opened Japan in 1852.
- To introduce the concept of feudalism and make some broad comparisons between the historical development of Japan and of Europe.

Main Ideas

- During the Tokugawa Period Japan isolated itself from the rest of the world for 250 years.
- As a result of this isolation, Japan sacrificed the advantages of trade and cultural exchange with other countries.
- But Japan also had 250 years of undisturbed peace and the opportunity to develop internally without worrying about any foreign threats or influences.
- During the Tokugawa Period Japan laid the foundation on which it was able to modernize rapidly on the late 19th and early 20th centuries.

Recommended Materials

- **"Self-Imposed Isolation from the World"** (***Workbook***)

- *Castle Towns*, a unit on Tokugawa Japan from SPICE at Stanford University.
  The importance of the Japanese feudal castles and the towns and society that grew up around them is of great interest to historians who study Japan's development and compare it with that of Europe. This slide-based, multi-activity unit for grades 7-12 affords students a more intimate look at this pivotal period in Japanese history. Ordering instructions appear in ***Workbook*** unit of the same title.

[• **"Bunraku"** (***Workbook***)]

[• **"Love Suicides at Sonezaki"** (***Workbook***)]

[• **"Shogun"** (***Workbook***)]

[• **"Bushido: The Way of the Samurai"** (***Workbook***)]

[• **"The Tale of the 47 Ronin"** (***Workbook***)]

Suggested Activities

DAY 1

1. Assign **"Self-Imposed Isolation from the World"** for homework. In class:
   a. Review the reading with students and ask students to answer the suggested questions for discussion that follow the reading.
   b. Discuss the ways that Japan changed during the Tokugawa Period.
      Have students explain why these changes occurred.
      Ask students to assess the effect of isolation in promoting these changes.

DAYS 2-5

2. Choose activities in *Castle Towns* unit appropriate to the class and the amount of time available to study Tokugawa Japan.

Supplementary Materials

1. Show the class the film, **"Bunraku: Puppet Theater of Japan"** (availability listed in ***Workbook*** unit of the same title).

2. As an independent project, have a student read **"Love Suicides at Sonezaki,"** and write a report using the questions for discussion in the ***Workbook*** unit of the same title as a basis for the report.

3. Using the recommended resources and the primary source readings in the ***Workbook*** units **"Shogun," "Bushido,"** and **"The Tale of the 47 Ronin"** as a basis, assign independent student reports on the evolution of the samurai tradition in the Tokugawa period.

4. Advanced students might pursue research on Japanese thought as suggested in the ***Workbook*** statement on **"Tokugawa Thought."**

COMMODORE PERRY AND THE OPENING OF JAPAN

Related lessons: THE TOKUGAWA PERIOD
THE MEIJI RESTORATION AND MODERNIZATION
Class periods: 1
(2-4 if Japan Meets the West is used)

Objectives

- To illuminate conditions within Japan in the mid-19th century.
- To make students aware of the forces moving American history in the mid-19th century.
- To stimulate discussion of the way different cultures impact on one another.

Main Ideas

- The American decision to force the opening of diplomatic relations with Japan climaxed half a century of increasingly frequent accidental contacts between Americans and Japanese in the Pacific. This, in turn, resulted from the American Westward movement.
- In the first half of the 19th century, not only the United States, but also Russia and several European powers were trying to open relations with Japan.
- The Japanese government wanted nothing to do with any of them, but realized that they could not defend Japan against the Western threat of military force.
- The threat from the West precipitated a political crisis in Japan which exposed the weakness of Japan's shogunal government and contributed to the overthrow of the feudal system in 1868.
- Japan's sense of threat from Western imperialism influenced Japanese foreign policy planning all the way down to World War II.
- On the other hand, Japan's entry into the international political arena in the late 19th century contributed to important changes in the balance of power in Asia.

Recommended Materials

• **"Commodore Perry and Japan"** (***Workbook***)

[• *Japan Meets the West: A Case Study of Perceptions*
A multiple lesson unit from SPICE at Stanford University, described in the ***Workbook*** unit of the same title.]

[• *Commodore Perry in the Land of the Shogun*, a Newbery Honor Book by Rhoda Blumberg (New York: Lothrop, Lee and Shepard Books, a division of William Morrow Books, 1985).]

Suggested Activities

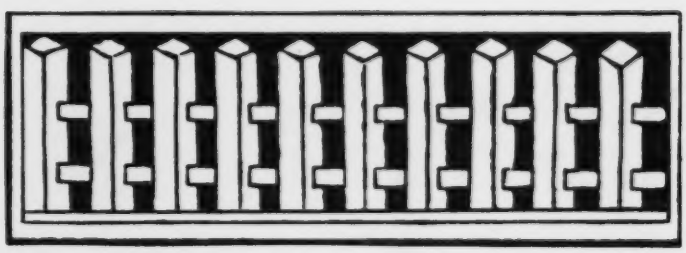
1. Assign students the introduction to **"Commodore Perry and Japan"** for homework and ask them to write the two newspaper reports on Perry's arrival decribed as an exercise at the conclusion of the reading.

2. In class:
   a. Review the questions for discussion that follow the introductory reading.
   b. Turn to the three primary source selections in the unit and read them with students in class.
   c. Use the questions for discussion that follow the primary source readings as a basis for drawing out the students' perception of the American and Japanese positions.

[3. Optional homework exercise:
   In 1852 Japan's shogunal government broke prececent by asking all the feudal lords (daimyö) to submit recommendations to the government as to what policy should be adopted towards the Western barbarians.
   a. Ask students to submit their own recommendations.
   b. Discuss student recommendations in class.]

[4. Use exercises in *Japan Meets the West: A Case Study in Perceptions* to develop concepts of cultural interaction and mutual perceptions.]

[5. Independent student reports might be assigned using the Newbery Honor Book, *Commodore Perry in the Land of the Shogun*, by Rhoda Blumberg.]



THE MEIJI RESTORATION AND MODERNIZATION

Related lessons: THE TOKUGAWA PERIOD
COMMODORE PERRY AND THE OPENING OF JAPAN
WORLD WAR II
Class periods: 2

Objectives

- To illuminate some of the forces driving social chanage.
- To stimulate discussion of the meaning of "modernization".
- To raise students' awareness of some of the problems Japan faced as a newly developing country in the early 20th century.

Main Ideas

- At the time of the Meiji Restoration Japan had already laid the groundwork for modernization.
- The Meiji Restoration, in some sense, represented a national decision to modernize and to compete with the West.
- The Restoration put into place, for the first time in Japanese history, an effective central political authority.
- This central authority was able to achieve a significant measure of economic development.
- But economic development brought with it dependence on imported raw materials and export markets, social tensions, and demands for political participation.
- These developmental problems laid the groundwork for Japan's expansionism during the 1930s.

Recommended Materials

- **"The Meiji Restoration and Modernization"** (***Workbook***)

Suggested Activities

DAY 1

1. Begin by having the entire class read the oath on the first page of the unit **"The Meiji Restoration."**

2. Assign the reading that follows for silent class reading.

[3. For homework, ask students to skim the primary source reading to the Meiji Constitution that is included in the unit.]

DAY 2

4. In class, use the questions for discussion at the end of the unit to review the main points of the reading and to draw out for students the importance of the Meiji Restoration.

5. Have students draw up a chart of the changes that took place in Japan with the Meiji Restoration.

[6. For homework, ask students to write a brief essay on one of the questions for discussion.]

WORLD WAR II

Related lessons: THE ATOMIC BOMB
JAPANESE AMERICANS
THE U.S.-JAPAN SECURITY TREATY
Class periods: 1-4

Objectives

- To broaden students' understanding of the reasons Japan went to war with the United States.
- To increase awareness of the role American policy played in precipitating the war.
- To familiarize the students with the mechanisms of diplomacy and to suggest some of its limitations.
- To encourage students to view historical events in a broad international context.

Main Ideas

- Japan's decision for war was a very complex one reflecting economic problems, social tensions, and political instability. It was not a decision forced on Japan by a military dictatorship.
- Japan's aggressions in Asia also reflected the actions taken by Western imperialist powers in the late 19th and early 20th centuries.
- The United States has been criticized both for being too tolerant of Japanese aggression during the early 1930s and for being too inflexible in negotiating with Japan during the late 1930s and early 1940s.
- Both Japan and the United States chose policies which led to war partly because each was more concerned with what was happening in the world as a whole than with what was happening between the United States and Japan.

Recommended Materials

- **"Japan's Quest for Power and World War II in Asia"** (***Workbook***)

Suggested Activities

*The unit **"Japan's Quest for Power and World War II in Asia"** includes four (4) separate exercises that can be used in several ways, depending on the level of the students and the time available for the topic:*

1. *Film resources*
2. *Reading on W.W. II (labeled **"Film Guide"**) with questions for discussion. This can be assigned as student reading or used by teachers as background for discussion of the war with students.*
3. *Maps with questions for discussion.*
4. *A reading on the bombing of Pearl Harbor with questions for discussion.*

NOTE: Item #1 is a homework assignment to precede Day 1.

DAY 1

1. Distribute and assign the first reading on W.W. II entitled "The World at War: 1931-1941; 1942-1945" for homework the preceding day.

[2. Show one of the recommended films to the class.]

3. In class, discuss with students the reasons for Japan's expansion and how it led to war with the United States. Use the maps with accompanying questions to review main points.

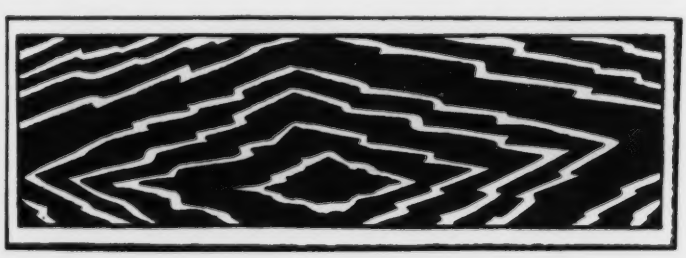
4. Assign the second reading, "Japan and the United States at War: Pearl Harbor, August 1941," for homework.

DAY 2

5. Have students re-enact the 1941 negotiations between Japan and the United States:
   - Divide the students into two groups, Japanese and Americans.
   - Tell each group that the members may confer among themselves, but that the two groups may negotiate with one another only through one (1) or two (2) appointed negotiators.
   - See if the students can come up with a settlement that will avoid war.

DAY 3

6. Evaluate the negotiations of Day 2:
   a. If students reached a settlement, have them review why Japan and the United States were not able to reach a settlement in 1941. If students did not reach a settlement, ask them how this fact changes their view about the reasons the war occurred.
   b. Discuss what some of the problems arose in conducting the negotiations:
      What were the effects of working through negotiators?
      Were there any issues that did not get raised? Why?



THE ATOMIC BOMB

Related lessons: THE U.S.-JAPAN SECURITY TREATY
WORLD WAR II
Class periods: 2-3

Objectives

- To elicit discussion of the American decision-making process.
- To stimulate discussion of the ways that the advent of nuclear technology has changed the world.

Main Ideas

- The American decision to use the atomic bomb against Japan did not involve the kind of open exchange of opinion that we think of as part of the democratic process.
- The American decision reflected political as well as strategic considerations.
- The Japanese today often say that they have a "nuclear allergy" resulting from their direct experience with nuclear attack.
- The advent of nuclear weapons has changed forever the way the world views war and international diplomacy.

Recommended Materials

- **"The Atomic Bomb"** (*Workbook*)

- Films: *The Bomb: February - September 1945*
  Hiroshima - Nagasaki, August 1945
  (See *Workbook* unit for listing of availability)

Suggested Activities

DAY 1

[1. Show one of the recommended films on the dropping of the atom bomb. *This can also be done at the conclusion of the unit.*]

2. Using the unit **"The Atomic Bomb,"** have the students read the first reading, **"The Decision to Use the Atom Bomb,"** in class and review the questions for discussion as a basis for drawing out the main points of the reading in class.

3. Turn to the primary source section of the unit and have students prepare to debate the decision to use the atomic bomb as if they were the making the decision in 1945:
   a. Have all students read the introduction.
   b. Divide the class into teams to carry out one of the exercises suggested at the beginning of the primary source section.

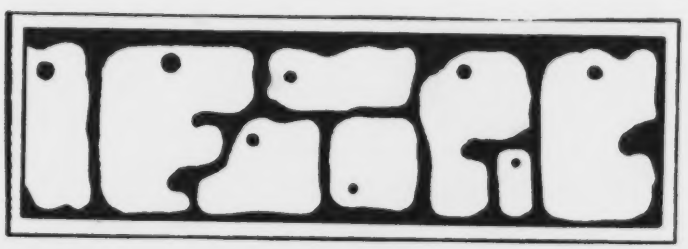
c. For homework, have the teams read the relevant primary sources and prepare their positions

DAY 2

4. Stage class debates between the teams as described in the introduction to the primary source section. Have students then evaluate the decision in retrospect.

Supplementary Activities

Several books are listed in the unit as sources for independent student reports.



THE AMERICAN OCCUPATION

Related lessons: JAPAN'S GOVERNMENT
THE U.S.-JAPAN SECURITY TREATY
Class periods: 2-3

Objectives

- To identify some of the origins of contemporary Japanese society.
- To illuminate American values and policy concerns after World War II.
- To stimulate discussion of the advantages of cultural exchange between two countries.
- To suggest some of the dynamics of social change.

Main Ideas

- In 1945, the Americans set out to "democratize" and "demilitarize" Japan.
- Some of the reforms instituted during the occupation had lasting effects.
- But the reforms that led to lasting change were those for which there was already a basis of support among the Japanese themselves.

Suggested Materials

• **"The Occupation: Democratic Reform Under the Allies"** (***Workbook***)

[• Video: *The Changing Tradition*: **"Rebirth of a Nation"**]

[• **"The Japanese: Creative Cultural Borrowers"** (***Workbook***)
(This is a review lesson at the end of the **Modern History** section of the ***Workbook***.)]

Suggested Activities

NOTE: Homework assignment precedes Day 1.

DAY 1

1. For homework, preceding Day 1, ask the students to suggest changes they would carry out if they were planning the occupation of Japan. Discuss student answers in class.

2. Have students read the selection on pp. 2-4 of the unit **"The Occupation."**
   a. Use the questions for discussion to draw out the main points of the reading in class discussion.
   b. Assign one or two of the questions for written homework.
   c. Have students discuss the reforms that the Occupation actually did carry out, evaluate their effectiveness, and compare them to student suggestions.

DAY 2

3. Show video on the period.

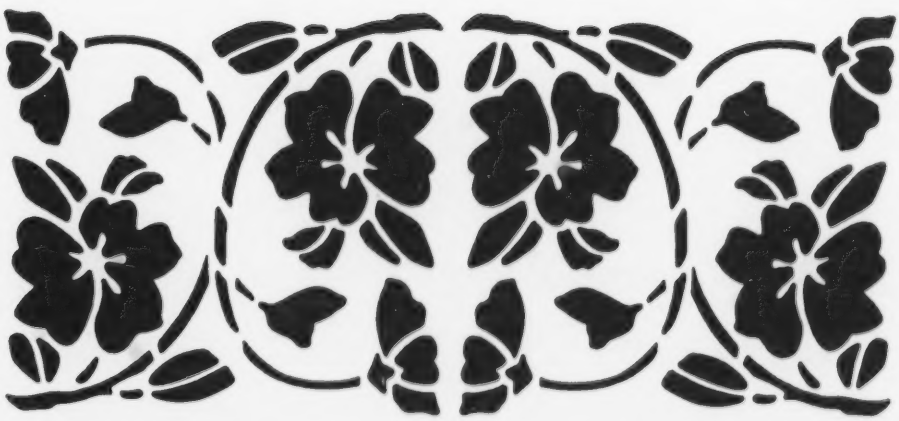
   or

4. Have students design a poster or political cartoon as suggested in the unit under **"Additional Activities."**

   or

5. Allow library time for indepentdent reports on some aspect of the Occupation reforms. Suggestions are provided under question #5 in questions for discussion following the introductory reading in the unit.

6. For homework, have students read the review reading, **"The Japanese: Creative Cultural Borrowers"** at the end of the **Modern History** section of the ***Workbook***. Review the questions for discussion at the end of this unit as a prelude to the study of Japanese society and politics today.



JAPANESE SOCIETY: INTRODUCTION

Related lessons: JAPANESE SOCIETY: INTERPERSONAL RELATIONS
JAPANESE SOCIETY: THE FAMILY
JAPANESE SOCIETY: EDUCATION
JAPANESE SOCIETY: WOMEN
JAPANESE SOCIETY: YOUTH
Class periods: 2

Objectives

- To give students an overview of Japanese society today.
- To raise some issues that will provide a framework for the study of Japanese society.

Main Ideas

- Japan today is one of the world's foremost industrial democracies, an overwhelmingly modern, urban, and middle class society.
- Japan today is very much like the United States in some ways and faces some of the same problems American society faces.
- It is a mistake to think there exists such a thing as "the Japanese culture." Cultural diversity is evident in many aspects of Japanese life.

Recommended Materials

- **"Urban Japan: Life in the Thick of Things"** (***Workbook***)
- **"Social Change"** (***Workbook***)

[• **"Kacho: A Section Chief and His Day"** (***Workbook***)]

[• **"Homogeneity and Minorities"** (***Workbook***)]

[• **"Rural Japan"** (***Workbook***)]

[• **"Tokyo: World's Safest City"** (***Workbook***)]

Suggested Activities

NOTE: A homework assignment precedes Day 1.

DAY 1

1. Assign **"Urban Japan: Life in the Thick of Things"** for homework reading.
2. In class, use questions for discussion in the unit to review the reading and draw out the main

points.

[3. Show the video *Kacho* using unit of the same name in the ***Workbook*** for film guide and discussion questions.]

[4. Assign the reading **"Homogeneity and Minorities"** as a student reading or summarize the main points for students and use the questions for discussion at the end of this unit as a basis for comparing Japanese society with American society.]

DAY 2

5. Have the class read the article on "The Changing Face of Japan" in the **"Social Change"** unit. Alternately, teachers can summarize the unit. Review the reading using the questions for discussion that follow the unit.

6. Ask students to write a list of the questions they have about life in Japan before proceeding to the other units on Japanese society.

Supplementary Actitities

1. Show one of the films recommended in the ***Workbook*** unit on **"Rural Japan"** and use the questions for discussion at the end of this unit to review the significance of rural society in any culture. Remind students, however, that rural life is today the experience of only 12% of the Japanese population.

2. Have students read the ***Workbook*** unit entitled **"Tokyo: World's Safest City."** Ask the students to draw hypotheses about Japanese social organization based on this discussion of crime and police organization in Japan. (Supplementary material can be found in: Japan Foreign Press Center, *White Paper on Police* and *Annual Report on Crime*, the availability of which is listed under **"Resources"** in the **Introduction** to the ***Workbook***. A video resource is *Faces of Japan*: "Diary of a Police Post.")

JAPANESE SOCIETY: INTERPERSONAL RELATIONS

Class periods: 2-3

Objectives

- To give students a sense of the cultural values that permeate Japanese society.
- To prompt a comparison of Japanese and American cultural values.
- To raise the issue of tradition vs. modernization.

Main Ideas

- The three pillars of Japanese interpersonal relations are: group orientation, the ideal of harmony or consensus, and the importance of hierarchy.
- We think of American society as valuing the individual, majority rule and social equality.
- Although these are real differences between American and Japanese cultural values, they are ideals. They are often not as great in practice as they are in principle.
- Traditional values and patterns of behavior are deeply rooted in a nation's culture. Often they endure long after the society itself has changed. This is true in the United States as well as in Japan.

Recommended Materials

- **"Polite Behavior in Japan: The Art of Bowing"** (***Workbook***)

- **"Interpersonal Relations"** (***Workbook***)
  This unit has six (6) separate subsections that can be used in a variety of ways, including homework preparation and class simulation activities:
  1. Introductory overview reading with questions for discussion
  2. A reading and primary sources selection on hierarchy with questions for discussion
  3. A reading on group participation with questions for discussion
  4. A class exercise where students are asked to maintain harmony and seek consensus, according to suggested guidelines, when dicussing a controversial issue
  5. A recommended film resource on decision making
  6. A very popular role play exercise on "How to Get Along in Japanese Society," where students are asked to solve a series of social situations based on rules of social behavior in Japanese society that they are given to guide them.

Suggested Activities

DAY 1

1. Cover subsections #1-3 of the unit **"Interpersonal Relations"** as homework and in class.

DAY 2

2. Choose a controversial issue for dicussion (as suggested on p. 16 of the unit **"Interpersonal Relations"**) and conduct the class exercise on "Maintaining Harmony and Seeking Consensus."

3. Assign student materials -- "Rules for Getting Along in Japanese Society" and "Situations" -- for the role play "How to Get Along in Japanese Society," as homework.

DAY 3

4. Discuss the rules and the situations in class, using the teacher's guide to provide students with more background. Ask students to discuss how they resolved the situations. Use questions for discussion to draw out the main characteristics of interpersonal relations in Japan.

JAPANESE SOCIETY: THE FAMILY

Related lesson: GEOGRAPHY: THE HISTORICAL SETTING
Class periods: 1

Objectives

- To give students a picture of the role of the family in Japanese life today.
- To focus on the family as one way of illuminating the changes occuring in Japanese society.
- To stimulate comparisons with the role of the family in American life.

Main Ideas

- The Japanese extended family historically has been the basic unit of Japanese society.
- Urban life and changing values have favored the nuclear family and undermined the extended family model.

Recommended Materials

- **"Family Life: The Hanawa Family"** (***Workbook*** video/film unit)

[• Foreign Press Center, *Public Opinion Survey on the Family and the Home*
Can be used selectively with advanced classes. Availability listed under **"Resources and Resource Centers"** in the **Introduction** to the ***Workbook***.]

Suggested Activities

Show video/film *The Hanawa Family* to the class:

1. Pass out questions for discussion to students prior to showing the film and ask them to think of answers to the question while they are watching the film.
2. Use the teacher's quide to the film to structure discussion after viewing the film. (The diagram of the extended family can be reproduced on the blackboard for student reference.)
3. Use the questions for discussion to draw out the main points of the film.

JAPANESE SOCIETY: EDUCATION

Class periods: 1

Objectives

- To give students a sense of the daily lives and concerns of their counterparts in Japan.
- To stimulate discussion of the role of education in society.

Main Ideas

- Japanese people place a very high value on education.
- Japanese educational goals give priority to functional learning. Japan has perhaps the highest literacy rate in the world. Japanese high school graduates are particularly well trained in technical fields. A Japanese young person's career opportunities are directly related to his educational background.
- The Japanese educational system is centralized. The government plays an important role in curriculum planning.
- The Japanese system, like any educational system, both reflects and helps to reinforce cultural values.
- The Japanese educational system has served as a nationalizing force and as one of the principal avenues of social mobility in Japan.

Recommended Materials

• Video: *Videoletters from Japan II*, "Suburban Tokyo High School Students" *or* "The College Years"

[• Video: *Faces of Japan*, "Beyond the Classroom" *(This program is one of the original 13-part series)*]

• **"Society and Education in Japan"** (***Workbook***)

• **"Education: Examination Hell"** (***Workbook***)

Suggested Activities

NOTE: In advance, assign groups of students to read one of the three (3) articles included in the the unit "Society and Education in Japan" and prepare reports for Day 2.

DAY 1

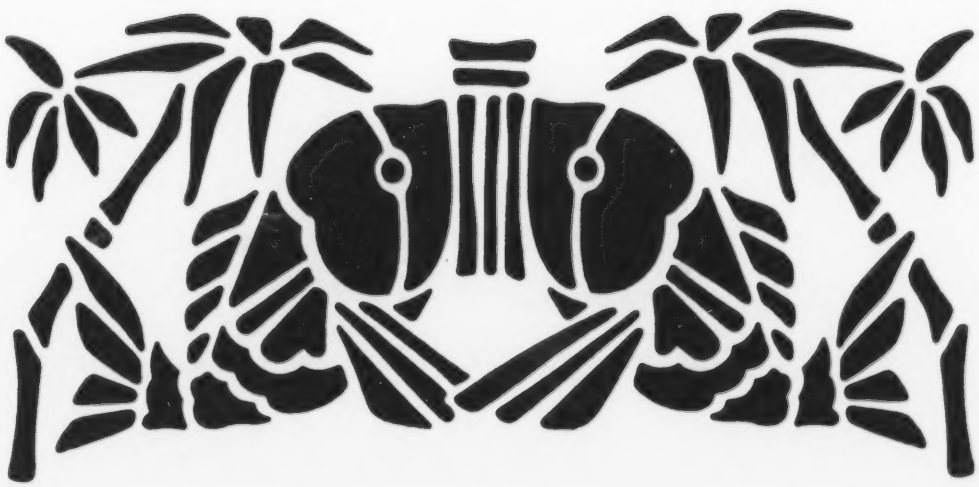
1. Show one of the three recommended videos and have students discuss the similarities and differences between their lives and those of their contemporaries in Japan.

2. For homework, have students read **"Education: Examination Hell"** and prepare the questions for discussion.

DAY 2

3. Review student answers to the questions following the reading **"Education: Examination Hell."**

4. Have students deliver their independent reports on the articles they read in **"Society and Education in Japan."** Use the questions for discussion following each of these articles to draw out the main points with the class.



JAPANESE SOCIETY: WOMEN

Class periods: 1 - 1½

Objectives

- To compare the role of women in Japan and the United States as a way to highlight differences in cultural values and social pressures.
- To raise the issue of tradition vs. modernization.
- To make the point that social patterns exist because they serve a purpose and change when the needs of the society change.
- To encourage students to think critically and not to oversimplify or to "pigeon hole" their ideas about social problems.

Main Ideas

- The traditional role of Japanese women is centered on home life and child rearing. Japanese women have traditionally been subordinate to their male relatives and do not enjoy equality of social status or of opportunity with men.
- The position of women in Japan today is changing, but women in Japan today still do not enjoy, nor do they demand, equality with men.
- The role of women in Japan has changed several times in Japanese history in response to changes in the society as a whole. It is a mistake to suppose that what we think of as the role of Japanese women includes all women, or that it has been a static tradition, or that we can really define it as narrowly as we tend to do.

Recommended Materials

- Video/Film: *Four Women, Four Choices*
  (Availability listed in ***Workbook*** unit of the same title)

- Video: *Faces of Japan*, "The Story of Noriko"

- **"Japanese Women and the Law"** (***Workbook***)

- *Women in Japan: From Ancient Times to the Present*
  (Availability listed on resource list entitled "Women's Roles" in the ***Workbook***); selections can be assigned to the class or for individual student reports.

[• Japan Foreign Press Center, *Public Opinion Survey on Women*
  Can be used selectively with advanced classes or for student reports. Availability listed under **"Resources and Resource Centers"** in the **Introduction** to the ***Workbook***.]

Suggested Activities

DAY 1

1. At the begining of the lesson ask students to give their impression of the role of Japanese women.
   a. Ask them to describe the role of American women.
   b. Ask them to give examples from their own experience of women that do not fit their intitial description.
   c. Have them discuss how the role of American women has changed and why.

2. Show one of the recommended videos and use questions for discussion to review main points of the film.

DAY 2

3. Assign the reading **"Japanese Women and the Law"** for homework or class reading. Raise the questions for discussion that follow the reading.
   a. Ask students to give examples that don't fit their intital view of the role of Japanese women.
   b. Have them discuss how the position of Japanese women has changed over the course of Japanese history and why.
   c. Have students suggest reasons why Japanese women do not enjoy the same degree of equality with men that American women do.

4. If students have seen the film *Kacho* or done the reading on education in Japan, ask them to describe how roles within the society -- those for women, men, and children -- are interrelated.

[5. The two booklets *Women in Japan: From Ancient Times to the Present* can be used as a resource for independent student readings or additional primary source selections for the entire class. A filmstrip of the same title includes rare historical photographs.]

SOCIETY: JAPANESE YOUTH

Class periods: 1
(3-4 periods if all videotapes are used)

Objectives

- To give students a sense of the lives and concerns of their counterparts in Japan.
- To increase student identification with their Japanese counterparts.

Main Ideas

- Japanese young people are not so different from American young people.
- But they have to realize their ambitions and dreams within the context of a society that is in some ways very different.

Recommended Materials

• Videos: *Videoletters from Japan II*, "Suburban Tokyo High School Students"
"The College Years"
"The Early Working Years"

Faces of Japan, "The New Generation"

Voices of Young Japan
(Check availability in ***Workbook*** unit of the same title)

[• *White Paper on Youth* (Foreign Press Center, Japan).
Availability of this material is listed on p. 2 of **"Resources and Resource Centers"** in the **Introduction** of the ***Workbook***.]

[• **"Polite Behavior in Japan: The Art of Bowing"** in **Culture** section of the ***Workbook***.]

Suggested Activities

Show the video(s) and ask students to compare and contrast their lives with those of their contemporaries in Japan.

BEST COPY AVAILABLE

JAPAN'S GOVERNMENT

Related lesson: POLITICAL DECISION MAKING IN JAPAN
Class periods: 1-3

Objectives

- To familiarize students with the overall structure of government in Japan.
- To provide a basis for a comparison of the Japanese political system and the American political system.

Main Ideas

- Japan today is a political democracy.
- The formal structure of the Japanese government was put into place by the Americans during the occupation.
- The structure of the Japanese government reflects ancient Japanese traditions as well as modern democratic ideals.

Recommended Materials

- **"The Government of Japan"** (***Workbook***)
- **"The Emperor and the Constitution"** (1947 Constitution -- ***Workbook***)
- **"The Meiji Restoration & Modernization"** (Meiji Constitution -- ***Workbook***)
- **"Early Japan Borrows From China"** (Prince Shotoku's Constitution -- ***Workbook***)

[• A copy of the United States Constitution]

- Video: *Japan: The Changing Tradition*, "Of The People"

Suggested Activities

DAY 1

1. Using the chart of **"The Japanese Government"** and the introductory reading to **"The Emperor and the Constitution,"** discuss with students the basic structure of the Japanese government. Use the questions for discussion that follow the introductory reading of **"The Emperor and the Constitution"** to draw out main points.

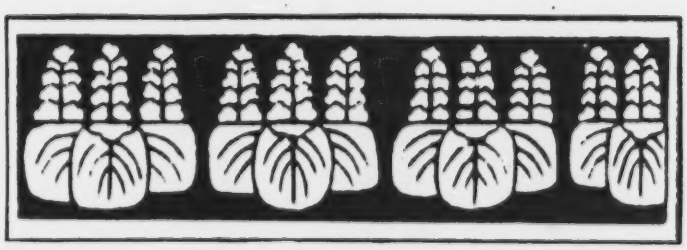
2. Have students use the second reading in the unit, on Hirohito, as a basis for a discussion of the imperial system. Teams of students can be assigned library research on the funeral of Hirohito and the investiture of Prince Akihito, covered by U.S. newspapers and periodicals in January and February 1989.

DAY 2

3. Have students read for homework copies of Japan's three constitutions listed above under materials, i.e. Prince Shotoku's Constitution, the Meiji Constitution, the 1947 Constitution. In class, ask students to compare Japan's three constitutions:
   a. Why do we consider Prince Shotoku's constitution a constitution at all? What political values does it reflect?
   b. Can you find any of the values articulated in Prince Shotoku's constitution reflected in Japan's two modern constitutions?
   c. Why did Japan adopt the Meiji Constitution in 1890?
      How is it an improvement on Prince Shotoku's Constitution?
      How does it reflect the influence of the West?
      How does it reflect traditional Japanese political values?
      What kind of government did the writers plan to set up?
   d. In what specific way did the Americans change Japan's constitution in 1946-7?
      What did the Americans think was wrong with the Meiji Constitution? Why?
      How does Japan's present constitution reflect American political values?
      How does Japan's present constitution reflect traditional Japanese political values?
   e. What changes in Japan's political system are reflected in the 1947 Constitution?

DAY 3

4. After reviewing and completing discussion from Day 2, ask the students to evaluate the implications of the discussion:
   a. What is a constitution? How is it effective as a legal framework?
   b. How successful were the Americans in democratizing the Japanese political system?
   c. How effective is the American constitution in protecting the American democracy?



POLITICAL DECISION MAKING IN JAPAN

Related lesson: JAPAN'S GOVERNMENT
Class periods: 1-3

Objectives

- To give students an understanding of the way the Japanese political process works in practice.
- To provide the basis for a discussion comparing the Japanese democracy and the American democracy.
- To make the point that democracy can work in different ways and still be a democracy.

Main Ideas

- The Japanese political system is a democracy but it works very differently from our own.
- Japan has one dominant political party and many smaller parties. Within the dominant Liberal Democratic Party there are many competing political factions.
- Political decisions are made through behind-the-scenes negotiations among many political factions.
- Interest groups outside the formal political structure also influence decisions.

Recommended Materials

- **"Elections in Japan"** (***Workbook***)
- **"Decision-Making in the Japanese Government"** (***Workbook***)

[• Video: *Japan: The Changing Tradition*, "Of the People" ***or*** "Democracy with a Difference"]

Suggested Activities

Note: Homework assignment can precede Day 1.

DAY 1

1. Have students read **"Elections in Japan"** for homework. (Alternately, teachers can summarize the reading in class.)
   a. Using the diagram of a Japanese political party that is given in the unit, have students describe how the systems of factional groupings operates.
   b. Use the questions for discussion in the unit to review the main points.

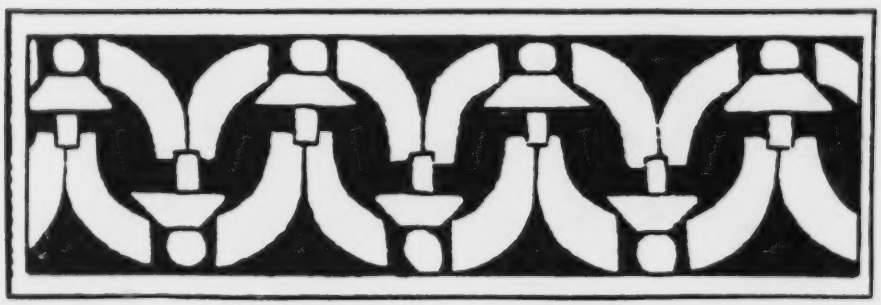
2. Have students read and discuss the reading on pp. 1-2 of the unit **"Decision-Making in the Japanese Government."**

DAY 2

[3. Show one of the recommended videos on Japanese elections mentioned above or *A Day for All People* described in the unit on **"Elections in Japan."**]

DAY 3

[4. Using the unit **"Decision-Making in the Japanese Government,"** have students act out the role play "Should Income Taxes be Raised," playing the parts of actors in the Japanese political system as given in the unit.]



JAPAN'S ECONOMIC GROWTH

Related lesson: GEOGRAPHY
Class periods: 1-5
(depending on materials selected for use)

Objectives

- To identify the main reasons for Japan's post-war economic success.
- To promote discussion of the consequences of Japan's economic success for Japanese society and for Japan's role in the world.

Main Ideas

- Japan's economic growth has resulted from a combination of factors rather than any single cause. See ***Workbook*** unit listed below for a discussion of the factors.
- The role of the government in Japan's economic growth is one factor that has been resented by the United States, but the government's role has not been as important as Americans tend to think.
- Because Japan must import raw materials and pay for them by exporting manufactured goods, Japan's economic growth has depended on a favorable international economic environment
- Japan's economic success has also depended on expanding Japan's domestic market.
- Japan's economic growth has brought certain problems in its wake including changing social values, environmental concerns, and international trading tensions.

Recommended Materials

NOTE: Teachers are encouraged to consult the first two items in the **Economy and Trade** *section of the* ***Workbook****, entitled* **"Economy and Trade: Resources"** *and* **"Statistics."** *The first item on the resource list, Teaching about the Japanese Economy from the Joint Council on Economic Education, along with the several units from SPICE, are highly recommended as resources with excellent classroom activities. Other resources on the list will be extremely useful for classes and for library resources.*

The first booklet listed under **"Statistics,"** *a small pamphlet of statistics on almost every aspect of Japan's economy, that is published yearly by the Keizai Koho Center in Japan and sent airmail at the cost of $5.00 (for the pamphlet and the postage) is essential for all teachers who wish to update the statistics used in the* ***Workbook*** *or to create their own materials for class exercises.*

- **"Japan's Economy and Trade: Introductory Exercises"** (***Workbook***)
- **"Secrets of Japan's Success"** (***Workbook***)
- Video/film: *The Japanese Economy Now*
  (availability listed in ***Workbook*** unit of the same title)

  Japan: The Changing Tradition, "Made in Japan"

Understanding the Japanese Economy Now
(availability on p. 5 of **"Economy and Trade: Resources"** in ***Workbook***)

Understanding the Japanese Economy
Available with teacher's guide, including student activity sheets, from Center for Economic Education, Schneider Hall 481, University of Wisconsin, Eau Claire, WI 54702-4004.

Suggested Activities

DAY 1

[1. Show one of the recommended videos on the Japanese economy and use the accompanying questions for dicussion to begin consideration of the Japanese economy.]

DAY 2

2. Select a number of the ten (10) graph exercises in the unit **"Japan's Economy and Trade"** and have students answer the questions that accompany each of the graphs in class and/or for homework assignment.

DAY 3

3. Using the unit **"Secrets of Japan's Economic Success,"** have the entire class read the introductory reading; review the questions for discussion in class to draw out the main points of the reading.
   a. Choose selected primary source articles that follow the introductory reading and assign them to groups of students.
   b. Have students report on these readings to the entire class and/or answer the questions that follow each articles for homework assignment.

Supplementary Activity

Show one or more of the films suggested under **"Japan: Technology and Global Issues"** in the **Introduction** section of the ***Workbook***.

THE JAPANESE BUSINESS SYSTEM

Class periods: 1-2

Objectives

- To show how the organization of Japanese business uses traditional cultural patterns effectively in a modern context.
- To provide the basis for a comparison with American business.

Main Ideas

- The organization of a Japanese firm reflects Japan's traditional ideals of interpersonal relations.
- Japan's so-called permanent employment system also reflects traditional values, but it developed to meet some specific business needs.
- Traditional labor-intensive industries, as opposed to Japan's modern high-tech, big business sector, forms more than half of Japanese industry. The two sectors are interdependent.
- Japanese labor unions are company based and nonconfrontational by American standards.

Recommended Materials

- Film/Video: *Kacho: A Section Chief and His Day*
  A ***Workbook*** unit of the same title provides a guide to this video.

  or *The Colonel Comes to Japan*
  A ***Workbook*** unit of the same title provides a guide to this video.

- Video: *Faces of Japan*, "A Small Business" ***or*** "The Salaryman"

- **"Secrets of Japan's Economic Success" (*Workbook*)**

Suggested Activities

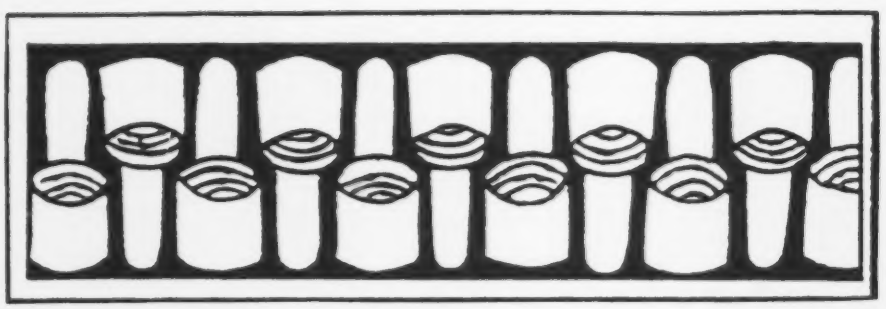
DAY 1

1. Show one of the recommended films or videos to the class and use the accompanying questions for discussion to draw out some of the distinctive characteristics of Japanese business practices.

2. For homework, assign the class the introductory reading to the unit, **"Secrets of Japan's Economic Success,"** as well as one or more of the selected articles in the unit.

DAY 2

3. In class, review the questions for discussion that follow the introductory reading as well as those following each of the individual articles assigned.



JAPAN'S INTERNATIONAL TRADE RELATIONS

Related lessons: JAPAN'S ECONOMIC GROWTH
FOREIGN RELATIONS
Class periods: 1-3
(or longer, depending on material chosen)

Objectives

- To raise students' awareness of economic interdependence as an important feature of today's international affairs.
- To show how the Japanese economy is linked both to the world economic community and to the economies of the Pacific Basin.
- To familiarize students with such international economic issues as overseas investmnent, protectionism, technological exchange, and exchange rates.
- To provide the framework for a discussion of U.S.-Japan economic relations, paricularly the issues of the American trade deficit with Japan and the Japanese capital deficit with the United States.

Main Ideas

- Japan's economy depends on importing raw material.
- Japan must export to earn foreign exchange to pay for raw material imports.
- Japan imports primarily from Southeast Asia and from OPEC and exports primarily to the United States and Europe. This results in bilateral trade imbalances.
- Bilateral trade imbalances like that between the United States and Japan are not necessarily dangerous economically, but they raise serious political problems.
- When we consider the American trade deficit with Japan, we cannot afford to forget that it is counterbalanced by a surplus in our capital imports from Japan. We cannot have one without the other, and the American economy would face serious problems without Japanese capital. It is a mistake to think of U.S.-Japan economic relations only as a trade problem.

Recommended Materials

NOTE: Teachers are encouraged to consult the list of resources listed in the first unit in the **Economics** *section of the* ***Workbook****, entitled* **"Economy and Trade: Resources"** *where several units on Japanese trade relations, available from the Joint Council on Economic Education and SPICE are described. These units provide excellent class exercises for teaching about international trade.*

- **"The U.S.-Japan Trade Imbalance: An Economist's Perspective"** (***Workbook***)
- **"U.S.-Japan Trade Relations: A Role Play"** (***Workbook***)

Suggested Activities

DAY 1

1. Teachers are encouraged to read **"The U.S.-Japan Trade Imbalance: An Economist's Perspective"** for their own background or with advanced students. (Questions for discussion are included in the unit for use if it is assigned as a student reading.)

2. Assign all students the introductory reading to **"U.S.-Japan Trade Relations: A Role Play"** or summarize it for students.
   a. Assign the roles and the charts to teams of students.
   b. Ask students to prepare their roles in class and for homework assignment.
   c. One team can be assigned library research to determine the current state of U.S.-Japan trade relations as they relate to the issues raised in the role play. They can report on their findings at the conclusion of the role play exercise the following day.

DAY 2

3. Act out the role play and use the instructions for debriefing and class discussion to review the central issues.

JAPAN'S FOREIGN POLICY

Related lessons: THE U.S.-JAPAN SECURITY TREATY
JAPAN'S INTERNATIONAL TRADE RELATIONS
Class periods: 1-1½

Objectives

- To give students an overall picture of Japan's current relations with other countries.
- To raise students' awareness of the uses of foreign policy and provide a framework for assessing its effectiveness.
- To stimulate discussion of such world issues as interdependence, nuclear armament, and world leadership responsibility.

Main Ideas

- Japan is a major power in the world today, both as a global industrial giant and as the lynchpin of the Pacific Basin community.
- Japan's foreign policy turns on two main factors: Japan's international trade relations and Japan's defense agreements with the United States.
- Japan's policy is to substitute economic power in the world for military power.
- Japan has sometimes been accused of acting out of self-interest rather than taking leadership responsibility for the welfare of the world community.
- Japan's role in the world is changing and the Japanese are facing challenges in filling their new role as "superpower".

Recommended Materials

- **"Japan's Foreign Relations"** (***Workbook***)
- **"Japan in the World Today"** (***Workbook***)

Suggested Activities

1. In class, read the introduction to **"Japan's Foreign Relations"** with students, using the map in the unit and charts to summarize Japan's relations with different areas of the world. Use the questions for discussion that follow the introduction to review major points.

2. Turn to the primary source article on the economic summit; using the captioned pictures of participants and the questions for discussion to review the purpose of this annual summit meeting and the importance of Japan's participation in it.
   (Note that the article in the ***Workbook*** is on the 1988 summit meetings; students can be assigned a library project to look up journal and newspaper accounts of the most recent summit meeting which takes place in June of each year.)

DAY 2

3. For homework, assign to one group of students the final reading in the unit on **"Japan's Foreign Relations,"** entitled, "A Good Neighbor Policy." Assign a second group of students the reading in the unit on **"Japan in the World Today,"** entitled "From Superrich to Superpower."
   a. In class, ask each group of students to summarize the main points of the article
   b. Use the questions for discussion to review the main points and to encourage students to evaluate the challenges facing Japan as it evolves a foreign policy to match its changing role in the world today.

THE U.S.-JAPAN SECURITY TREATY

Related lessons: JAPAN'S FOREIGN POLICY
JAPAN'S INTERNATIONAL TRADE RELATIONS
WORLD WAR II
THE ATOMIC BOMB
Class periods: 1-2

Objectives

- To familiarize students with the defense agreements in force between the United States and Japan.
- To encourage students to think broadly about defense policy, placing it in a regional and in a world context, and analyzing its many indirect implications.
- To stimulate discussions of such international issues as interdependence, nuclear armament, and world leadership responsibility.

Main Ideas

- Article 9 of Japan's Constitution legally prohibits war and limits the extent to which Japan may maintain military forces.
- Since World War II Japan has been strongly pacifist in principle, and Japanese people have a strong aversion to nuclear weapons often referred to as a "nuclear allergy."
- The U.S.-Japan Mutual Security treaty is a mutually advantageous agreement which:
  Provides for Japan's defense.
  Provides the United States with military bases in Japan which are crucial to American defense policy in the Pacific.
- The main issues raised by people who doubt the merits of the Security Treaty are:
  Whether or not it gives Japan an unfair economic advantage.
  Whether or not it gives the United States an unfair degree of influence over Japanese foreign policy.
- The U.S.-Japan Security Treaty works as well as it does because it is flexible and both the United States and Japan have been willing to consult and compromise with each other within the basic terms of the agreement.

Recommended Materials

- **"Article 9 and the U.S.-Japan Security Treaty" (*Workbook*)**

[• **"Should Japan Increase Its Defense Effort?" (*Workbook*)**]

Suggested Activities

Note: Homework assignment precedes Day 1.

DAY 1

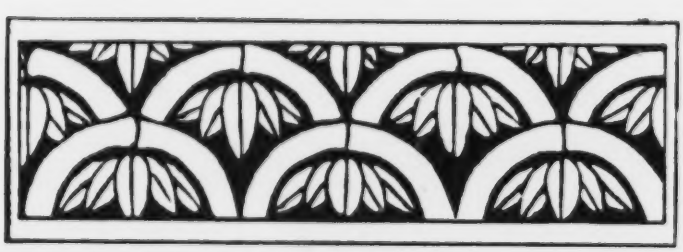
1. Have students read **"Article 9 and the U.S.-Japan Security Treaty"** for homework the preceding evening.
   a. In class, review with students the questions for discussion that follow the reading.
   b. Read with the class the primary source selection, "Treaty of Mutual Cooperation and Security" that is included at the conclusion of the unit.

[2. Read aloud to students the introduction to the exercise "How Much Should Japan Increase Its Defense Effort?" and assign the several roles in the debate to individual students or teams of students to be rehersed for homework.]

[*DAY 2*

3. Have students debate the question, "Should Japan Increase its Defense Effort?" following directions given on pp. 4-5 of the unit. (It is important that students understand the position of the several actors in the debate in order to understand how the issue defies easy resolution.)

   The questions for discussion following the debate, which are listed on pp. 4-5 of the unit, help students address the political repercussions of each decision.]



JAPANESE AMERICANS

Related lesson: WORLD WAR II
Class periods: 1-2

Objectives

- To familiarize students with American policy towards citizens of Japanese descent during World War II and with the current issue of redress and reparations for Japanese-American citizens interned during the war.
- To raise students' awareness of the extent to which racism has played a role in American policy.
- To raise the issue of balancing human rights against security considerations during a national emergency.
- To stimulate discussion of how American democracy works. How responsive is it to interest groups? to minorities? What possibilities for action are open to people who disagree with national policy?

Main Ideas

- The decision to intern American citizens of Japanese descent was thought to be justified at the time on the basis that it was necessary as a national security measure.
- In fact, demands for an internment policy came from a small group of people and had a very clear racist component.
- Japanese-Americans in general cooperated with the internment policy. They organized their internment camps largely their own way, and worked hard at making the experience as constructive as possible.
- Some Americans at the time disapproved of the internment policy and took what actions they could to help the Japanese-Americans.
- The issue of redress and reparations reflects the realization today that citizens of Japanese descent were unfairly treated and constitutes an effort to compensate these citizens for the losses they sustained during the war.

Recommended Materials

- **"Redress and Reparation"** (***Workbook***)

[• Book: Uchida Yoshiko, *Desert Exile* (Seattle: Univ. of Wash. Press, 1982). This 154 page book is available in paperback.

Suggested Activities

DAY 1

1. Distribute to students the unit **"Redress and Reparation,"** which includes a reading and primary source materials as required reading.

2. Discuss in class the experience that Japanese-Americans had during their internment.
   How did they react?
   How did the response of Japanese-Americans reflect the traditional Japanese social values and attitudes?

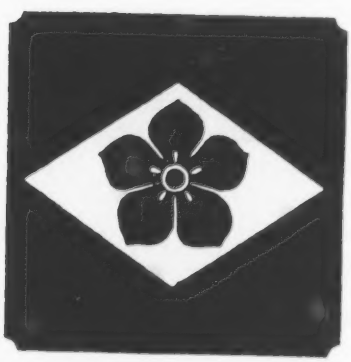
[3. Assign selected readings in recommended book, or assign student reports on book. Book assignment may be optional because of its length.]

DAY 2

4. Organize a debate on the internment policy ***or*** re-enact the Supreme Court decision that it was constitutional.

NOTE:

Teachers residing in the Washington, D.C. area are encouraged to plan a class field trip to the National Museum of American History at the Smithsonian Institution to view the permanent exhibit on the Japanese internment entitled, "Toward a More Perfect Union."



HIGHLY RECOMMENDED

AUDIO-VISUAL RESOURCES

Highly Recommended

Audio-Visual Resources

VIDEO LETTERS FROM JAPAN II

This most widely used and highly acclaimed series of video programs on Japan is now available in a second series of three (3) programs for the upper secondary level. Program titles include:

"Suburban Tokyo High School Students"

"The College Years"

"The Early Working Years"

Available from: Education Department
The Asia Society
725 Park Avenue
New York, New York 10021

Price: $22.95 per program, including teacher's guide

FACES OF JAPAN

This highly acclaimed PBS series on contemporary Japan is now available in edited format for secondary schools. Five (5) programs, each fifteen (15) minutes in length, have been selected and edited from the original series. The programs are available as a set, complete with teachers guide, hand-out activities, and background material. Program titles are:

"Young Baseball Heroes"

"The New Generation"

"The Story of Noriko"

"A Small Business"

"The Salaryman"

Available from: Pacific Mountain Network
12596 West Bayaud, Suite 215
Lakewood, Colorado 80228

Price: $125 for set of five (5) videocassettes plus teacher's guide

The original series of 13 half-hour programs is available with viewer's/teacher's guide from TeleJapan USA, 57 West 58th Street, 7th Floor, New York, NY 10018, telephone (212) 980-5333. Price is $100 per program, $1,000 for the series.

JAPAN

A series of four (4) one-hour programs on contemporary Japan produced by WTTW, Chicago. Hosted by actress Jane Seymour, the series guides viewers through Japan of today, exploring history to provide insights to the present and the future. Program titles are:

"*The Electronic Tribe*" - deals with the backgrounds of social cohesiveness and collective thinking

"*The Sword and the Chrysanthemum*" - traces the roots of business behavior to the samurai ethic

"*Legacy of the Shoguns*" - details events, personalities, and cultural forces of the change from feudalism to global power

"*A Proper Place in the World*" - chronicles the processes of imperialism and modern democracy

Available from: Coronet Film and Video
108 Wilmot Road
Deerfield, Illinois 60015-9925
(800) 621-2131

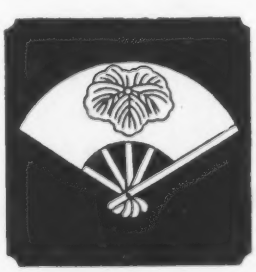
Price: $125 each program; $400 for services of 4 programs

UNDERSTANDING THE JAPANESE ECONOMY

This 40-minute video considers the relationship between Japanese education and economic growth, the structure of Japanese corporations, and Japan in the world economy. A teaching guide, with activities and discussion questions, accompanies the videotape.

Available from: Center for Economic Education
University of Wisconsin
SSS #481
Eau Claire, WI 54701

Price: $49.00



JAPAN: THE CHANGING TRADITION

This series of 16, 30-minute video program, examines modern Japanese history from the first contacts with the west in the 1500s to the 1970s, tracing the emergence of the nation from isolation to its present-day position as a leading economic power. The programs of this series were produced in 1978 by the University of Mid-America for high school through adult audiences, with the active assistance of the Japan Broadcasting Corporation as well as other Japanese agencies and institutions.

The documentary-style programs include sequences filmed on location in Japan as well as footage assembled from Japanese and American archives. Much of this material has never before been available to American viewers. By drawing upon Japanese historical film reaching back to the early 1900s, together with contemporary Japanese documentaries, news film, historical dramatizations, and even television commercials, the series is able to present a view of Japan more comprehensive, and yet more intimate, than any previously available. The series received a 1980 Ohio State Award.

Other course components include a textbook: **The Japanese**, by Edwin O. Reischauer, (Harvard University Press), a study guide, newspaper feature articles, viewing notes, and an instructor's guide. There is also a guide for high school teachers.

Write for a description of each of the program titles. *(The new release entitled **Japan 2000: A View from Within/Global Perspectives**, available from the same distributor as part tof the **Japan: Toward the 21st Century** project, is recommended as an update and not as a replacement for the original series.)*

Available from: Great Plains National Television Library
Box 80669
Lincoln, Nebraska 68501
1-800-228-4630

*(**JAPAN: THE LIVING TRADITION**, is the companion series. It is not as appropriate for the secondary level curriculum.)*

THE JAPANESE IN RUTHERFORD COUNTY, TENNESSEE

This 30-minute documentary focuses on one Japanese owned manufacturing plant in Rutherford County, Tennessee. The video highlights the interaction between Japanese and Americans both in the workplace and in the community. A 38-page teacher's study guide offers a dozen lesson plans designed to use the video as a springboard for discussion of broader economic, geographic, and historical issues.

Available from: Intercultural Press, Inc.
P.O. Box 768
Yarmouth, ME 04096
(207) 846-5168

Price: $35 for 1-week preview; $125 purchase

Filmstrips

INTRODUCTION TO JAPAN

A Harvard University Press series of 8 color filmstrips, produced in 1980 and narrated by Edwin O. Reischauer, that provides an overview of history and society.

Available from: Harvard University Press
Audiovisual Division
79 Garden Street
Cambridge, MA 02138
1-617-495-2600

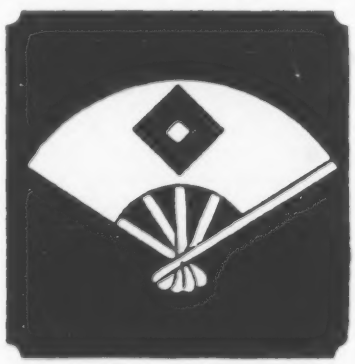
Catalogues & Guides

JAPAN IN FILM: A COMPREHENSIVE, ANNOTATED CATALOGUE OF DOCUMENTARY AND THEATRICAL FILMS ON JAPAN AVAILABLE IN THE UNITED STATES

Edited by Peter Grilli and published by the Japan Society in November 1984, this is the most inclusive and up-to-date guide to films on Japan available. Highly recommended.

Available from: Japan Film Center
Japan Society, Inc.
333 East 47th Street
New York, NY 10017

Price: $7.50



Elementary Level Resources

VIDEOLETTERS FROM JAPAN (Series 1 - revised edition)

This excellent set of six (6) videocassettes, prepared by the Asia Society, provides students with an excellent visual introduction to daily life in Japan. Narrated by an Japanese school child, the films can be chosen on the topics listed below. Each unit comes with a videocassette (25-minutes in length), a teaching manual, and classroom poster. Designed for grades 5-7, the videos have been easily and successfully adapted to lower or upper grades. Topics are:

"My Day"	A day in the life of a Tokyo sixth grader;
"Tohoku Diary"	A school trip exploring the geography of northern Honshu;
"My Family"	An in-depth look at two families in northern Japan;
"Making Things"	A view of traditional and contemporary industry;
"Living Arts"	An introduction to traditional dance, Kabuki theater, the tea ceremony, and flower arrangement; and
"Our School"	An exploration of the fun and games as well as the rigorous academic schedule of school life in Japan.

Available from: Education Department
The Asia Society
725 Park Avenue
New York, New York 10021

Price: $22.95 each packet ($130.00 for the entire set of six, pre-paid)

CHILDREN OF JAPAN: LEARNING THE NEW, REMEMBERING THE OLD

A twenty-one minute introduction to Japan made by Discovery Productions as part of the EPCOT Educational Media collection. The film is narrated by an 11 year-old Japanese child as if he were writing to an American penpal.

Available from: Coronet/MTI Film & Video
108 Wilmont Road
Deerfield, IL 60015
1-800-621-2131

Price: Inquire

3-2-1 Contact: JAPAN WEEK

This five-part series, produced by Children's Television Workshop, focuses on science as well as on aspects of Japanese life. Filmed in Japan, these 27-minute programs are highly recommended for grades 3 through 8. Program titles and topics include:

"*Precious Oysters, Rare Salamanders*" (environment and biology)

"*Landslide*" (Mt. Fuji and geology)

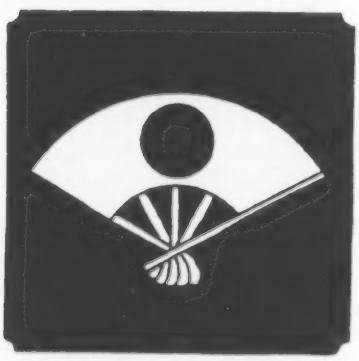
"*Paper and Kites*" (general science)

"*Earthquake*" (geology)

"*Judo and Computers*" (Japanese language and mathematics)

Available from: Children's Television Workshop
School Services Division
One Lincoln Plaza
New York, NY 10023

Price: $26.48 each video program
$ 4.25 each teacher's guide



East Asian Curriculum Project
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The **EAST ASIAN CURRICULUM PROJECT** (EACP) of Columbia University is a national project devoted to supporting education on Asia at the secondary and elementary levels. Since its inception in 1977 it has developed a variety of curriculum resources and collaborated with state and local educators in designing units on Asia.

EACP East Asian Curriculum Project

East Asian Institute/Columbia University
420 West 118 Street, New York, N.Y. 10027

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